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ABSTRACT

This paper introduces the use of self-assessed questions (SAQ) in interactive learning material. SAQs have two related but separate functions in learning materials: SAQs sustain the student's concentration and breaks up the text, and SAQs help the student assess progress of learning at a particular point in the material. Examples are given of these functions of SAQs. Descriptions and examples of types of SAQs are given: (1) multiple choice; (2) true/false; (3) matching; (4) sequencing; (5) completion; (6) one word answers; (7) filling in blanks; and (8) short prose answers or direct questions. Samples are presented of two case studies with analysis of what the student was expected to do or accomplish. A list of conclusions and recommendations on using SAQs is included. (JD)

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HOW TO WRITE SELF-ASSESSMENT QUESTIONS

OLP : 402 (REVISED VERSION)

NIGEL PAINE NOVEMBER 1983

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Aim The aim of this paper is to introduce the topic of self-assessed questions in interactive learning material.

Objectives After reading through this paper you should be able to:

- Distinguish between the two key functions of an SAQ.
- List at least 10 different kinds of SAQ.
- Write effective and varied SAQ's related to your own learning material.
- Locate those SAQ's in the appropriate places in the text.
- Write appropriate answers to your SAQ's.

How to use this paper

I have tried to provide a comprehensive guide to SAQ's in self-learning material. As a general introduction it can be worked through from beginning to end.

Many people, however, familiar with the role and function of SAQ's many only want suggestions for adding variety to their own writing. In this case readers could jump into the section beginning on P12 which list ten different kinds of SAQ with examples.

General Guidelines for all SAQ's are mentioned in the text and extracted for the final concluding section beginning on P22. For a quick overview of the material readers could begin there.

Any comments or suggestions for improving this paper will be gratefully received as would feed back on its usefulness generally.

For Further Information

This is one of a series of Open Learning Papers. A complete list can be obtained from the address on the front cover.

CET are publishing a series of Open Learning Guides during 1984. These will include volumes on writing, managing and building an open learning system. You can contact the CET OLS Unit at Room 24-27 Prudential Building, Above Bar Street, Southampton.

INTRODUCTION

Self learning material, whatever the medium used to deliver it, will be more effective if it engages the student. Rather than demand a purely passive response, the material will need to make the student active in his/her learning.

The interactivity of learning material can be built in, in a number of different ways:

- Through clear sign posting
- By summaries
- By additional activities
- And by the use of self assessment questions.

The effects thus created:

- Keep the student alert and therefore aid his or her concentration
- Give the student a clear idea of the direction of learning
- Help the student monitor his or her progress by helping to test his or her learning.

SAQ's neither undermine nor are a substitute for Tutor marked work. They are internal to the learning Unit and are designed first and foremost to aid the learning process. They complement the role of tutor assessed material.

The Two Kinds of Self-Assessed Question

SAQs have two related but separate functions in a piece of learning material:

i) The SAQ that sustains the student's concentration and breaks up the text.

ii) The SAQ that helps the student assess his or her learning at a particular point in the material.

Each of these SAQ types is dealt with in turn.

The First Type of SAQ

The first kind of SAQ is more akin to a style of writing than a formal question. You can, for example, ask the student to reflect upon a point before you tell him or her the answer.

Instead of continuous text, for example:

> There are two distinct forms of banking in operation: the domestic clearing banks offering a service to the general public as well as industry, and the merchant banks dealing only with the commercial and industrial world.

You could write:

> There are two distinct forms of banking in operation. Could you jot down below what you think these are? Do not take more than 30 seconds to do this.
>
> Type 1:
> Type 2:
>
> You probably noted the clearing banks, offering a service to both domestic and industrial customers, but did you pick up the merchant banking system which too has an important - if less high profile - role in industry and commerce?

There are five obvious points which emerge from the example:

1. The SAQ format takes up more space and needs more structuring than the continuous prose variety.
2. It looks ahead rather than back and therefore cannot test what has already been learnt.
3. It is designed to do no more than increase the concentration and alertness of the student.
4. It draws upon the student's prior knowledge.
5. In one sense it is irrelevant whether the student fills in the box or not; the mental trigger activated by the SAQ is all that is necessary to achieve the desired effect.

The SAQ obviously breaks up the text and makes the reading process more active and interesting for the student. It is not designed to test the students' progress through the material; it alerts him or her to new material which is coming up, and draws upon his or her experience in answering it. It also allows, the student to question his or her assumptions about a particular topic.

In order for this kind of SAQ to be successful, the task specified must be:

Clearly designated
Highly structured
Capable of being completed in a short space of time (say under a minute).

Instead of:

There have been countless inventions which have changed our lives during the C20th: TV, Radio, Telephone, Motorcar and Xray are a few obvious ones but there are many more.	CONTINUOUS PROSE

You could have:

There have been countless inventions which have changed our lives during the C20th. Jot down the ones that spring immediately to mind: Inventions: You probably wrote down, the motorcar, TV and Radio, Xray and the telephone.	FIRST SAQ VERSION

This example does invite a genuine response from the student. It is not demanding a correct response but it leaves the student with an unstructured task.

But it would have been more structured and less ambiguous if you had made the demands on the student quite specific:

There have been countless inventions which have changed our lives during the C20th. Jot down three or four as they spring to mind. Do not spend longer than 30 seconds on this.

SECOND SAQ VERSION

Inventions:	
1.	2.
3.	4.

My list was fairly long, but the first four or five I put down were: the motorcar, TV and radio, the telephone and Xrays. Of course the aeroplane, the computer, satellite and space travel are others you might have had. It is quite remarkable how many changes there have been, once you begin to think about it.

The examples I have picked are fairly straightforward and basic, but the technique can be used for higher level work equally successfully.

For example:

Middlemarch has been called the greatest English C19th novel. Can you write down three or four qualities of the novel that might justify such an accolade:

Middlemarch:	
1.	2.
3.	4.

The point that critics using that kind of epithet are making can be summed up around a series of qualities of the novel. These include its breadth of perspective, its range of characters and social types, its inclusive quality and finally its intellectual complexity and competence. You probably wrote down several of my points. Plot considerations are irrelevant here.

From a simple SAQ a quite complex argument can proceed with the assurance that the reader has at least thought about the issues.

For example:

Marx said that Religion is the opium of the masses. Do you feel he was attacking religion, the naivity of the people or both.

Circle your answer:

Religion		Both
The People		

The simple phrase is more complex than it appears and to a swer that question we need really to go back to the context in which the quotation is used.....

Here an apparently straightforward question is used to elaborate a complex argument. By seeking the student's commitment to a point of view, the context for the debate to follow is established.

Activities

One other related series of tasks in which you can involve the student can be called activities.

Here you get the student to respond to ideas in the text by alerting them to their own pattern of behaviour or ideas in a questionnaire or agreeing and disagreeing with a series of statements. This brings a large amount of information to the forefront of the student's mind which can be compared with arguments in the learning material the students can compare with.

For example if you wished the student to consider their diet they could complete the following chart:

List the food you ate yesterday. Be as honest as possible:

Breakfast.....	Time.....	Tea.....	Time.....
.....		.....	
Snacks am.....	Time.....	Snack..... evening	Time.....
.....		.....	
Lunch.....	Time.....		
.....			
Snacks pm.....	Time.....		
.....			

This can provide real data which can be balanced against information in the unit and provide a simple, stimulating activity to complete.

Conclusion

SUMMARY

An SAQ can be used as a metal trigger for the reader:

- to catch his/her attention
- to make him/her take up a particular stance
- to break up the text
- to make the text appear more interesting
- to alert the student to new material
- to draw upon his or her experience
- to question assumptions in the learning material or the mind of the student.

In order to do this successfully you must bear in mind the following points:

* specify exactly what you require of the student
* designate a task that can be performed quickly
* build in an answer that caters for any level of student response
* do not make the student feel that he or she is being assessed.

The Second Kind of SAQ

The second kind of SAQ is designed to test the student's grasp of the material and help the student solve any learning problems he or she has at a particular point in the text.

In order to do this every unit objective must be tested, and perhaps tested twice in two different ways. This kind of formative assessment can be coupled to a more selective summative assessment for the tutor marked work. (TA)'s)

These SAQ's are as equally structured as the first kind of SAQ's but appear perhaps less regularly in the text. They constitute a fundamental part of the design of good, interactive learning material and form an integral part of it.

They can be all pushed together at the end of the Unit, but experience has shown that SAQ's spaced throughout the learning material are more effective and better liked by students. There is also a higher completion rate in these instances.

There are, however, a number of key points to be borne in mind when writing SAQ's.

i) Variety of testing method is crucial to sustain interest.
ii) Any distractor used should be credible. (distractor = alternative choice of answers.)
iii) The process of getting an SAQ wrong should be as valuable an experience for the student as getting the SAQ right.
iv) Answers for SAQ's need to be supplied in the text.
v) Good SAQ's obviate the need for comprehensive TAQ's.

Each of these five points can be expanded in turn.

i) Variety

There are at least ten distinct formats which can be used. Each will be explained in a later section. Making a student work through a variety of different SAQ's is both stimulating and diverting. Some forms of SAQ will obviously be more suitable than others at a particular point in the text, but often a wide variety of SAQ's will be suitable at any given moment. The writer must choose which format will work best at a particular point. This decision will depend not only on context, but on the previous SAQ.

ii) Distractors

The test which you give your student should emerge from the text itself. You should choose distractors which represent obvious and perhaps typical mistakes so that these errors can be dealt with in the responses. Wrong answers represent a reinforcement of the learning points in the material.

Avoid answers to questions such as:

The largest British airline is:

a) British Caladonian
b) British Airways
c) BOAC
d) TWA

tick the correct answer

Discussion

The correct answer is obviously British Airways.

Add to the discussion:

British Caledonian is the second largest airline in Britain but is Britain's largest independent airline, but still considerably smaller than British Airways.

If you choose c) then you are a bit out of date, because BEA and BOAC joined to form BA in the sixties!

TWA is an American airline and is one of the biggest in the world like British Airways.

Note: each possible answer draws out a different point that adds to the discussion.

iii) "Wrong" answers

Each distractor should embody a common error that the student might be likely to make. In the reply you should helpfully direct the student to the correct solution. You are not scoring points at his or her expense. (See examples above)

eg An answer of:

either d) wrong please try again.

or d) This is incorrect, the correct answer is c)

Makes the exercise completely worthless unless you get the answer correct.

better to say:

> d) You have made the mistake of confusing net and gross salaries. A net salary is the money you are left with AFTER deductions and a gross salary is the ORIGINAL total. If you are still confused return to section 2 and work through it again. If we substitute the net salary for the gross one in your calculations then we get the correct solution which is c).

iv) Location of SAQ

There are many ingenious ways of 'hiding' SAQ answers from the student, most of which have a totally counter productive effect. Often the answers are so well hidden, few bother to look them up and the impact of the SAQ is lost. There can be, however, some need to prevent the SAQ answers being immediately visible after the question.

Suggested solutions:

a) Always give the answers to an SAQ over the page. Turning the page is sufficiently mechanical a task to deter a student from seeking out answers before answering questions.

b) Set the answer at the end of each section or the end of the unit.

One simple way of preventing the next answer from being read immediately after the previous one, is to put the answers in numberical sequence 1 - 6 for example, but put the SAQ's in the text with random numbering.

The effect of this will be to change the order of the SAQ questions from the order of the SAQ answers. The student will not be able to glimpse the answer to the next SAQ when looking up the answer to any particular question.

It ought to be pointed out that "novelties" such as the use of a disclosing pen and latent image printing for SAQ answers have been used very effectively.

c) Leave a gap or a box for the SAQ response and add the injunction:

DO NOT READ ON UNTIL YOU HAVE COMPLETED THIS SAQ

If you do this and draw a line across the page, psychologically this acts as a barrier for the student.

What must be borne in mind by the writer is that a student will use his or her material in a myriad different ways. Students have different learning styles and some will be more methodical and rigorous than others, but there is no direct correlation between student success rates and a methodical learning style. The more pragmatic use of SAQ's can indicate the more successful student. This means that you cannot control the way a student makes use of SAQ's, you can only suggest and guide. Any attempt to control often leads to a confusion of means and ends.

The more flexibly your material can be used by a variety of students with differing learning needs and learning styles, the more effective your material will be.

v) SAQ's and TAQ's

v) There is a tendency to ignore the role of SAQ's when defining TAQ's and this is often to the detriment of the TAQ's themselves. If the SAQ's are well designed and test every unit objective, the TAQ can be selective. It can demand skills of the student that would make student/tutor interaction necessary.

Another option would be to use a multiple choice TAQ or a multiple choice section to a TAQ. This tests the student's grasp of all unit objectives if this is felt to be necessary. An essay-type or more detailed section can develop a selection of objectives in more depth.

Different Types of SAQ Questions

i) Multiple Choice

This SAQ simply offers the student a choice of three or four answers to a particular question:

Indicate which ONE of the responses is the correct answer to the question:

1) The standing orders for a meeting are:
   a) orders with are agreed at each meeting
   b) orders which are given when the speaker is on his own feet
* c) orders which apply generally to all meetings of a particular group
   d) orders which involve financial transactions.

---

2) Assessment which occurs mid-way through a unit is likely to be:
* a) Formative assessment
   b) Summative assessment
   c) A combination of these

But be careful to avoid ungrammatical examples when choosing distractors:

The Open Tech is funded by:
   a) is self-supporting
* b) the MSC
   c) takes its funds from industry

In this instance, only b) can be correct.
Also avoid distractors that would logically not fit in:

---

eg You can catch glumps with:
   a) a flaph and a gonal
   b) a gonal and a pice
   c) a triurnal and a gonal
   d) a gonal

---

d) would tend to be wrong because it is an integral part of all the other distractors. This reduces the students' effective choice.

NOTES:

i) Make sure the question and ALL answers fit together gramatically.
ii) Choose your distractors with care. Try to anticipate incorrect answers.
iii) Comment fully on all possible choices made by the student.
iv) Direct the student back into the Unit for Clarification.

USES

Generally useful in a range of circumstances. The danger is that it can be over used to the point of monotony for the student.

ii) Matching

The student is asked to match pieces of information.

eg Indicate the correct date for the following list of events in the boxes below.

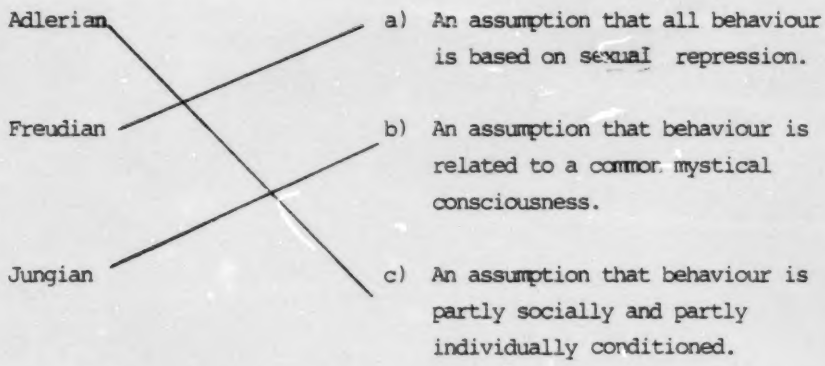
i)	1815	A) The battle of Waterloo.
ii)	1832	B) The Second reform bill.
iii)	1852	C) The Great Exhibition.
iv)	1867	D) The first reform bill.

A	B	C	D

NOTES

i) This exercize can also be undertaken by drawing lines to link the two elements eg

Link-by drawing a line - the following position with a school of psychoanalysis.


Adlerian
Freudian
Jungian
a) An assumption that all behaviour is based on sexual repression.
b) An assumption that behaviour is related to a common mystical consciousness.
c) An assumption that behaviour is partly socially and partly individually conditioned.

ii) This exercise will have a limited application so should be used whenever possible.

USES

Good for relating concepts or definitions to names or schools of thought. It can help a student discriminate between areas of knowledge, and test how much factual information has been retained.

The student is asked to order a series of statements eg

> Redraw this list in the order in which the actions should take place.
>
> Changing a wheel on a car:
>
> a) Place jack at appropriate jacking point
> b) Carefully jack up car until wheel clear of ground
> c) Remove wheel nuts and store carefully
> d) Locate jacking point
> e) Loosen wheel nuts but do not remove
> f) Locate spare wheel and Jack
> g) Remove spare wheel and jack from car.
> h) Remove hub cap (if there is one)
> i) Place new wheel onto hub
> j) Remove old wheel
> k) Tighten wheel nuts by hand
> l) Fully tighten nuts
> m) Let down car
> n) Replace old wheel in wheel-well
> o) Replace hub cap
> p) Relocate jack in storage position
> q) Inflate new tyre to correct pressure
> r) Check tyre pressure of new tyre

NOTES

i) This exercise can be used for assembling equipment, or training people in a particular testing procedure.

ii) The reply section should list the correct sequence and draw the student's attention to particular points of interest: eg from my example:

"You must remember to loosen the wheel nuts BEFORE you jack up the car. It is much more difficult to apply leverage to the turning wheel once free of the ground. Similarly do not attempt to tighten the nuts more than finger tight BEFORE lowering vehicle."

USES

It is most commonly used for ordering a fixed pattern of events or actions into a logical or correct sequence. It can form the basis for alogarithms or other choices of action and response.

iv) Filling in Blanks

The student is asked to complete sentences or statements. The missing words or expressions can be supplied at the side of the question, including several distractors if required.

When devising Self-Assessment Questions, _____ type questions are most suitable for linking facts and dates, while ____ type questions are more appropriate for assembling equipment or defining a testing procedure. All of these could take the form of _____ type questions, but the others are useful to add variety.

Fill in the blanks choosing the missing words from the list below:

a) Multiple choice
b) Matching
c) Sequencing
d) Filling blanks.

NOTES

i) All the options must fit grammatically.
ii) In one or two the correct answer might be debatable. If so, it is important to stress both sides of the debate.
iii) You will only be able to comment on the most likely errors not every permutation of every blank space.
iv) You can offer more alternatives than blank spaces to fill.

USES

This can test a students ability to use key terms and concepts and differentiate between them. It is far less threatening than a direct question.

v) True/False Questions

The student should be asked to indicate which of a list of statements is true and which false. This is done most simply by putting a T/F at the end of each statement.

> Please indicate by circling either T for true or F for false whether you agree with each of the following statements:
>
> 1) Sequencing type questions are most suitable for testing more technical operations which incorporate straightforward procedures. T/F
>
> 2) Matching questions are suitable for all types of information testing. T/F
>
> 3) The most common kind of SAQ is the multiple choice question. T/F

NOTES

i) These questions can be completed quickly by the student.
ii) Often careful wording can make the exercise fairly subtle and demand careful attention from the student.
iii) You should comment on each statement and indicate, where in the unit, the relevant points were discussed.

USES

Very fine discinctions can be made between correct and incorrect statements that require a high degree of discrimination by the student. It is quick to complete and can develop quite a lot of important learning points.

It tests retention of information very well.

vi) Completion Questions

These are very similar to filling in Blanks except you let the student develop the point in his or her own words.

1. There are two separate types of bank; define the functions of each in your own words: _____
_____
2. An Adlerian definition of mental illness could be summed up as _____
_____

(Use no more than 15 words)

NOTES

i) As there are no set answers, the reply should suggest an answer and discuss the key terms that should be present.
ii) The student should always be referred back to the main points in the text.
iii) You can suggest key terms which might be incorporated into the answer.

USES

This should be used when filling in blanks gives insufficient scope to the student.

vii) One Word Answer Questions

These are similar to filling in the blanks, but the question is phrased in such a way as to demand only a key word answer. As previously, the student can be given a list of terms including distractors from which to choose the correct answer.

Please choose the correct word from the list below to answer the following questions:

1. What kind of assessment takes place at the end of a particular course of study?

2. What kind of assessment takes place during the course of study?

3. What kind of assessment is designed to grade an individual's performance by reference to other students doing the same test.

4. What kind of assessment is designed to test each student's mastery of particular tasks?

CHOOSE FROM:
a) Norm Referenced
b) Criterion Referenced
c) Summative
d) Formative
e) Continuous

NOTES

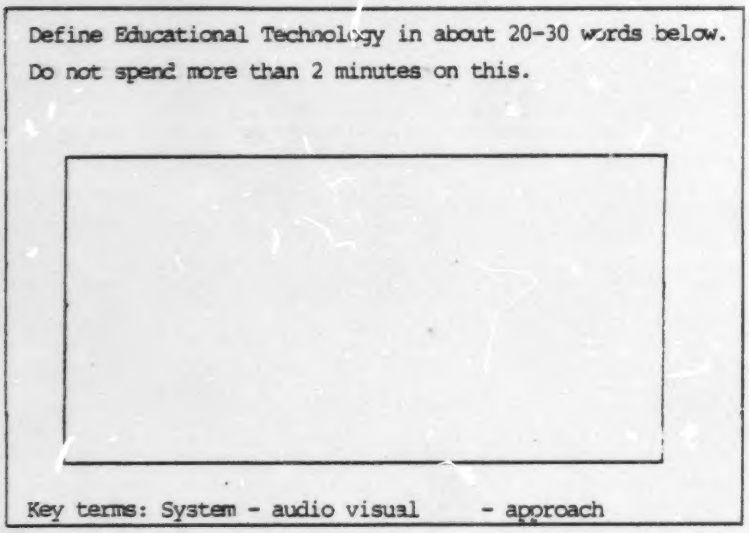
i) This could be substituted by true/false, filling in blanks, completion or multiple choice. One word answer questions simply give an additional menu to choose from; they have no unique value.
ii) Explain why the distractor(s) are incorrect.
iii) Refer the student back into the text for remediation.
iv) Offer more options than there are questions.
v) You can use the same answer for different questions.

USES

These are particularly useful for reinforcing new technical terms or concepts

viii) Short Prose Answers or Direct Questions

Until recently this was the only type of self-assessment that was regularly used. It should be used with great care, making use of its particular strengths rather than used as a general form of SAQ.


Define Educational Technology in about 20-30 words below.
Do not spend more than 2 minutes on this.
Key terms: System - audio visual - approach

NOTES

i) Always leave adequate space for an answer if this is feasible.
ii) Choose a question where the students' own choice of words is important.
iii) Define the parameters of the exercise carefully.
iv) You can list key terms which the student may want to make use of.
v) Your response must be general. Try and include key words and suggest the shape of the response you were looking for.
vi) You might need to add a phrase like:
"If your answer does not bear any resemblance to my own and you are sure it is nevertheless valid, please contact your tutor to discuss this."

USES

Best where the student is required to work something out with very little help or structure. It can be used to 'pull' together a number of key points or ideas, and gives practice using specialist vocabulary.

Case Study (1)

The student is given some information then has to apply it to a particular example. You can demand certain questions of the student which will be of the short answer or one word type response.

If Mary then receives a wage slip which looks like this:

CPPS1 SER 300 — PAY ADVICE — DEPT 0 192 — COST A/C 78 — EMPL NO 1223

S.C.E.T. — Miss Mary Bloggs

SALARY	491.58	TESP	29.17	SUPP	19.58	TAXABLE PAY	475.33
ADJUST	65.00					NON TAXABLE	

NAT INS NO	CLASS	EMPLOYER NI	TO DATE	CONT OUT NI	TO DATE	EMPEE NI	TAX	SUPP	GROSS PAY
WB662354	C	B	2366.123	66.77	09.44	66.23	12.35	99	475.33
PENSN	24	11	ACTS	2.22					85.44
									TOTAL DEDUCTIONS

DATE	TAX CODE	CL	PERIOD	PENS TO DATE	FUND TO DATE	NAT I TO DATE	TAX TO DATE	TAXABLE PAY TO DATE	NET PAY
310783	118L	2	04	803.41		1502.9	615.41	4321.80	389.89
				ACTS	222				BANK

NOL CREDIT | NOL RESERVE | NOL SUSPENSE | DEDUCTION BALANCES

a) What is her net salary?

b) What are her total deductions from this month's salary?

c) What PAYE did she pay?

d) What National Insurance has been deducted?

e) She is a member of the ACTS Union. What is her monthly subscription?

Answer

a) b) c)

d) e)

NOTES

i) This can be complex and involve the student in quite considerable work. Use it only when it is necessary.

ii) Occasionally interspersed throughout the work, it can be more stimulating and provoking than other types of SAQ.

iii) Make sure the questions all emerge from the case study material.

iv) Highlight the significant points which the case study reveals.

USES

This is very useful when a student needs to apply the information supplied in the unit. It asks the student to synthesise information and applications of that information.

Case Study (2)

Here you ask the student to jot down a practical example of what you have been discussing in a theoretical way. The student is asked to draw upon his or her experience.

We have discussed the relationship between form and content when choosing from various media for a training package. Write down below a brief example of a package where, in your opinion, the choice of format was inappropriate for the particular content. (Try and use no more than 50 words)

Your Example

NOTES

i) You can only suggest answers or the kind of factors that ought to be taken into account. The process of undertaking the exercise is almost more valuable than the result.

ii) It can often be best answered by you giving your own example from personal experience which will explain the kind of thing you are looking for.

iii) Any major problems here will probably have to be dealt with by the student's Tutor.

USES

It allows the student a chance to draw on his or her experience and therefore reinforces the direct relevance of the learning material.

Conclusions and Recommendations

1. SAQ's are effective. They help the student learn and they help the student measure in some way his or her learning.

2. SAQ's can stimulate activity in the learner rather than test what has already been learnt. This adds to the overall user friendliness of the material.

3. Wherever self-learning material is being developed and through whatever medium it is being delivered, SAQ's have a role to play.

4. All the examples I have chosen are print based, but they could equally well fit into a computer based package, or viewdata and tape/slide.

5. The types of SAQ choosen ought to be as varied as possible.

6. Some types such as multiple choice questions will be suitable for a whole range of uses; others such as filling in blanks or matching will only apply to specific cases. Use the limited application SAQ's whenever possible.

7. Care must be taken in devising the answers to SAQ's; an incorrect student response ought to be as rewarding a learning experience as a correct response.

8. When, by the nature of the SAQ, responses have to be general; always use the Tutor support system as the ultimate arbitrator for a match between a student's and the Unit's responses whenever this is possible.

9. Make SAQ's stand out in the text; always leave adequate spacing for the relevant responses to be entred unless there are severe constraints or space.

10. If some system is devised to 'hide' the answers, this should not be too complex or students might well not refer to the answers.

11. Always define the parameters of what you are asking of the student. Specify the kind of answer you are looking for.

12. It is helpful to define the maximum time necessary to complete the exercise or give an idea of the time it should take.

13. Distinguish between an SAQ as a mental trigger - which looks FORWARD
SAQ as an assessment tool - which looks BACK.

14. Test each unit objective by an SAQ and preferably test each objective twice. The student will want to know that he is proceeding successfully through the unit.

15. Embody most SAQ's into the text. You can relegate additional SAQ's to the end of a unit, but these are far less likely to be attempted.

16. Use case study and short essay SAQ's with care. The responses to these are more difficult to measure, and they are less likely to be completed.

17. SAQ's should be an integral part of the style of a unit. They should not look and feel it out of place.

Further Points for Consideration

1) You can pilot your SAQ's separately from the unit to get an idea of their clarity, and pick up any unexpected ambiguities.

2) You can make certain SAQ's optional if you want to move certain students on through the material; but as a general rule, all SAQ's should be attempted by all students who have worked through that part of the unit.

3) SAQ's can be used to route students through the Unit. Success at a SAQ can be used to 'slip' material or lack of success can be used to direct a student into a remedial loop.